





















**Table 3: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 2, Program Year 1 (2017-18)**

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled In Program 2017-18
Berkeley Unified School District	12	12
Chico Unified School District	30	26
Clovis Unified School District	20	20
Davis Joint Unified School District	115	115
Fresno Unified School District	25	25
Huntington Beach Union High School District	20	20
Kern County Superintendent of Schools	45	44
Lake County Office of Education	20	19
Los Angeles County Office of Education	22	22
Los Angeles Unified School District	45	45
Marin County Office of Education	30	30
Merced County Office of Education	20	20
Monterey County Office of Education	135	110
Moreno Valley Unified School District	22	7
Mt Diablo Unified School District	20	20
National University Academy	10	4
Oakland Unified School District	40	40
Orange County Department of Education	200	200
Placer County Office of Education	50	50
San Bernardino County Superintendent of Schools	70	70
San Joaquin County Office of Education	20	20
San Ramon Valley Unified School District	24	13
Santa Ana Unified School District	20	20
Santa Barbara County Office of Education	45	50
Sonoma County Office of Education	115	115
Ventura County Office of Education	20	20
Visalia Unified School District	35	35
Westside Unified School District	20	20
<b>Total</b>	<b>1250</b>	<b>1192</b>

**The Number of Round 2, Program Year 1 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools**

As of July 12, 2018, 21 Classified School Employee Program Round 2 participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. This represents two percent of the Round 2 cohort.

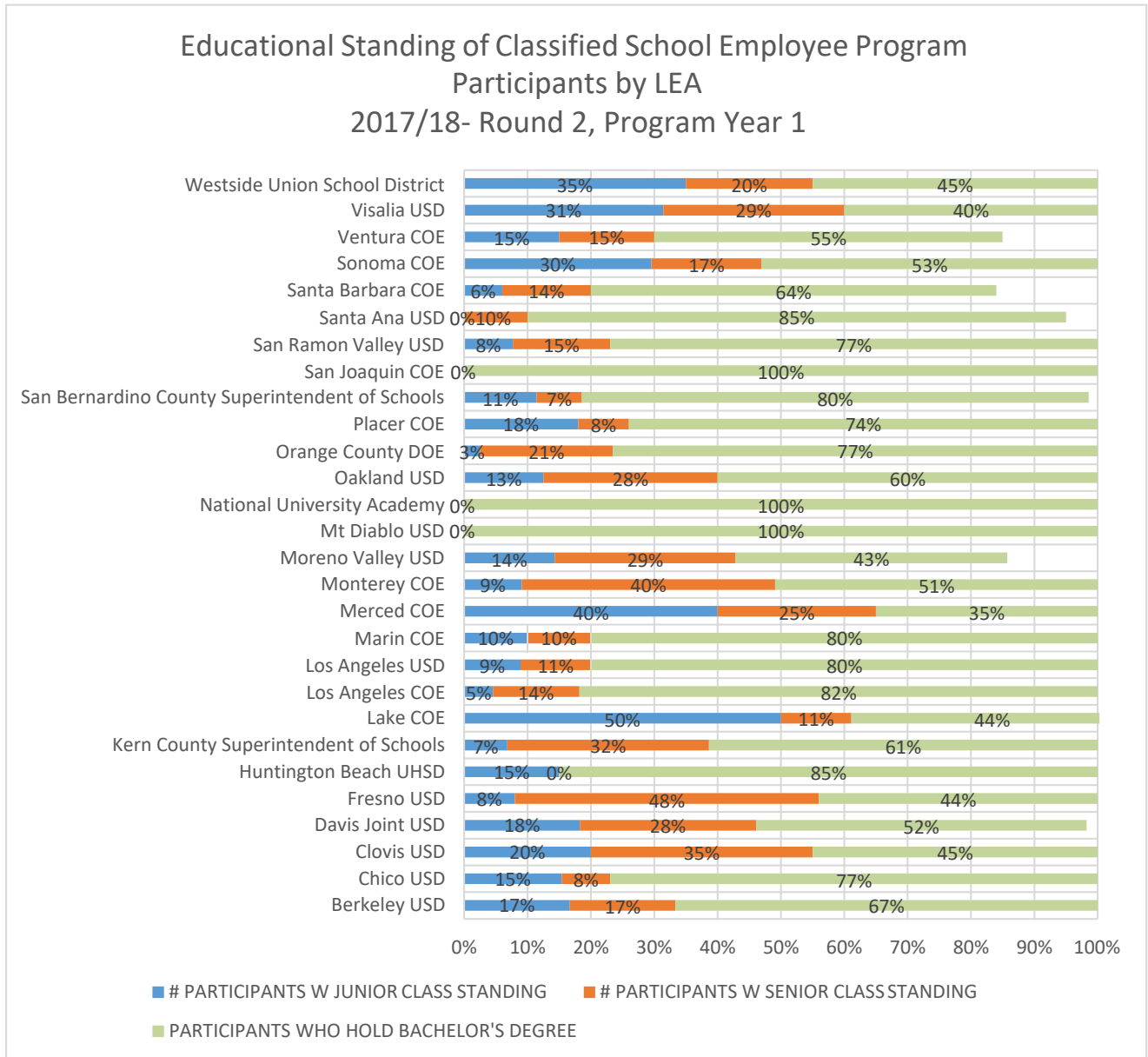
Since 2017-18 was the first program year for this second cohort, it would be expected that the some of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate’s degree (AA). As of July 2018, 65 percent of Round 2 participants held a bachelor’s degree. 2017-18 participant academic standing by grantee LEA is shown in Table 4 below. Educational standing of classified school employee program participants by LEA is shown in Figure 4 below.

**Table 4: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 1 (2017-18)**

	Year 1 (2017-18)	
	Number	Percent
Total Classified employees participating	1192	95%*
Classified employees with junior class standing	157	13%
Classified employees with senior class standing	242	20%
Classified employees who hold bachelor’s degrees	771	65%
Classified employees who have earned a teaching credential and are now serving as a teacher	23	2%

*\*of funded slots for classified participants*

**Figure 4: Educational Standing of Classified School Employee Program Participants by LEA, Round 2, Program Year 1 (2017-18)**



**Degree to Which the Applicant is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education**

As of July 12, 2018, 21 Classified School Employee Program participants (two percent of the Round 2 cohort) have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a

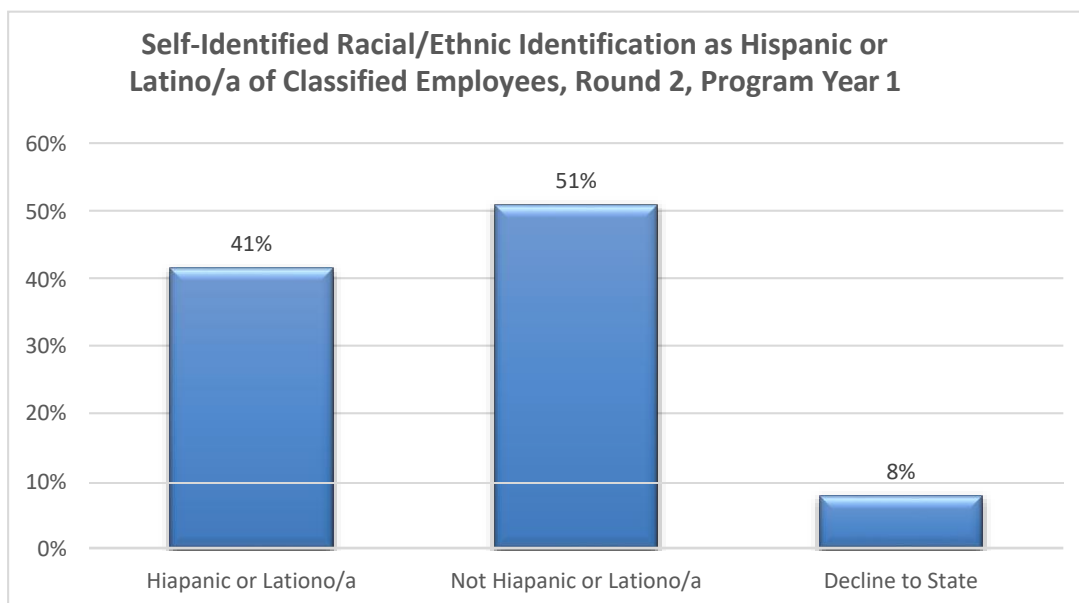
priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA's identified shortage areas.

### The Ethnic and Racial Composition of the Participants in the Program

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 92 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

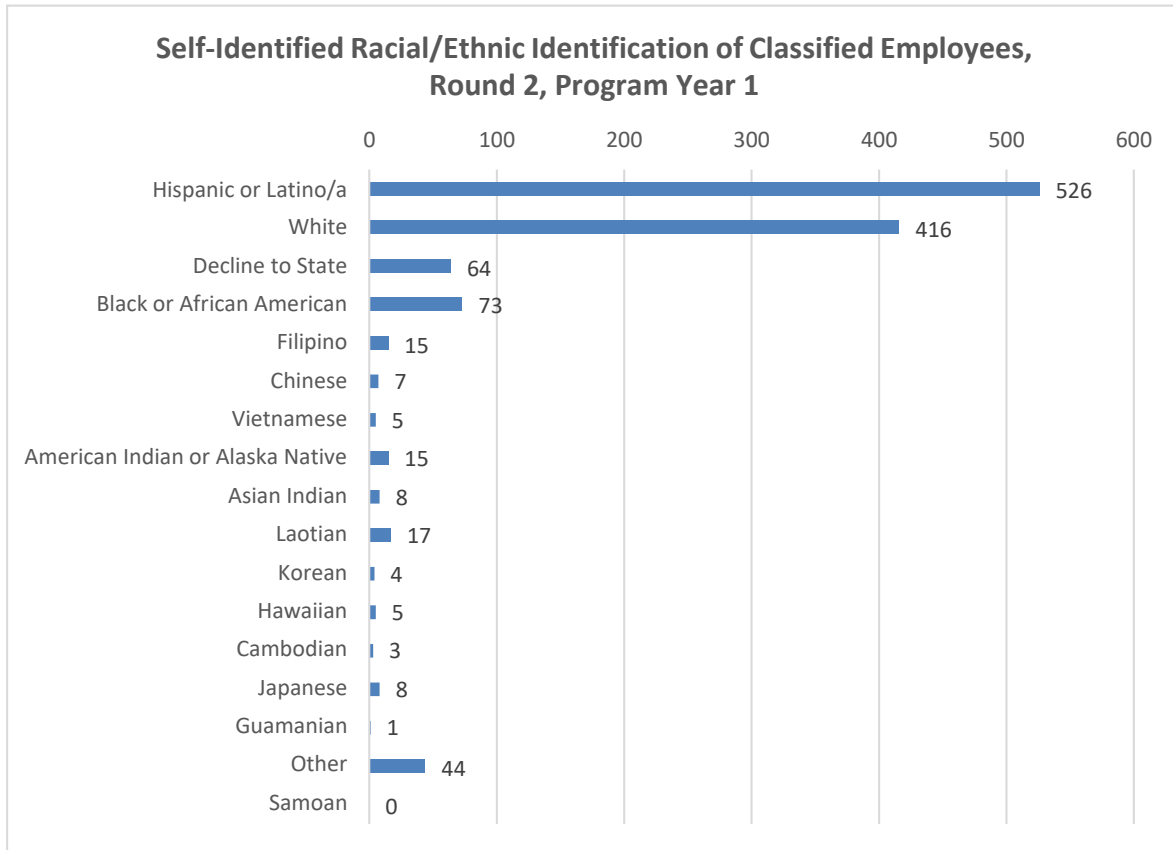
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (41 percent) of classified employees in the Round 2 program self-identified as Hispanic or Latino/a as show in Figure 5.

**Figure 5: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round 2, Year 1**



The largest racial/ethnic group of classified employees recruited for Round 2 are Hispanic or Latino/a, followed by White participants, who comprise 34 percent of all Round 2 program participants. Roughly six percent of Round 2 participants are Black or African American (Figure 6).

**Figure 6: Self-Identified Racial/Ethnic Identification of Classified Employees, Round 2, Program Year 1**



**Summary and Conclusions**

Narrative data compiled from annual reporting forms in July 2018 from both the Round 1 and the Round 2 cohorts show that LEAs report using grant funds as a means to help meet their local teacher shortage needs, that the program is serving racial and ethnically diverse classified school employees, and that a majority of grantee LEAs have established collaborative arrangements with postsecondary institutions, many of which are offering flexible course schedules or online courses to accommodate many of the participants’ work schedules.

The Round 1 programs are in full operation and are moving their participants effectively and efficiently through the undergraduate degree process and/or the teacher preparation process. Five percent (5%) of the Round 1 participants have already earned a California teaching credential within the first two years of the program and are working as teachers in their sponsoring LEAs. The Commission held technology-facilitated cohort meetings for the program sponsors within the first several months of funding, which helped the grantees more quickly implement their programs, collaborate more effectively with their IHE partners providing the undergraduate coursework and/or the teacher preparation program, and identify and support

their participants' individual needs as they progressed through the program's activities. In addition, programs that either had participants who completed the program or participants who for personal or other reasons had to drop out of the program were able to replace these candidates in a timely manner, thus increasing the total number of Classified employees able to be served by the program.

Most of the Round 2 grantees reported that their Classified Program are now operational, and that the bulk of activity in 2017-18 initially focused on:

- Recruitment of classified employees;
- Hosting information sessions to provide participants with information about pathways to credentialing;
- Providing informational sessions regarding program and credentialing requirements;
- Facilitating and streamlining arrangements to provide advisement to participants with partnering institutions of higher education; and
- Assisting participants to enroll in the appropriate coursework.

These programs are, like the Round 1 programs, ethically and racially diverse and are serving classified school employees from a range of classified positions. Currently these programs are supporting enrolled participants as they begin their coursework and/or teacher preparation. As evidence of the early effectiveness of the Round 2 programs, two percent of the Round 2 participants have already earned their teaching credential and are now serving as credentialed teachers in their sponsoring LEA.

The Commission will continue to work with these programs to assist them in their efforts to provide additional certificated teachers for California's public schools to help employers meet shortage needs. Outcomes data provided in the 2019 Annual Report to the Legislature will be augmented with data from the first full year of implementation from Round 2 grantees as well as with continuing implementation data from Round 1 grantees.